

# PY2TA, PY2TA2, PYMTA2 Typical and Atypical Development

[View Online](#)

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90 items

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## Important note (1 items)

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Only students enrolled on PY2TA, PY2TA2 and PYMTA2 are permitted to download/print the scans provided on this reading list.

How to use this list: References marked 'essential' are ones you are expected to read; 'recommended' are ones that will help you understand the essential material in better depth; other references are there for you to explore as you wish. Remember that you should read outside the papers and books listed here to demonstrate independent learning, but this should be in addition to those provided, rather than as a replacement.

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## Module reading list (7 items)

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Here are some general texts that will be useful throughout the course. There are many others available in the library, and we encourage you to use a wide range of sources.

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**Child development**, by Laura E. Berk, 2013

Book

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**Child psychology: development in a changing society**, by Robin L. Harwood; Scott A. Miller; Ross Vasta, 2008

Book

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**Child language: acquisition and development**, by Matthew Saxton, 2010

Book

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**The genetic basis of complex human behaviors - in Science**, by R. Plomin; M. Owen; P. McGuffin, 1994

Article

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**Essential medical genetics**, by Edward Tobias; J.M. Connor; M.A. Ferguson-Smith; J.M. Connor, 2011

Book | Also available in print from the Library - see reference below

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**Essential medical genetics**, by Edward Tobias; J.M. Connor; M.A. Ferguson-Smith; J.M. Connor, 2011

Book

## Spring Term (82 items)

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### Lecture 1: Literacy development (12 items)

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#### Recommended reading (7 items)

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**How Psychological Science Informs the Teaching of Reading** - in Psychological Science in the Public Interest, by Keith Rayner, Barbara R. Foorman, Charles A. Perfetti, David Pesetsky and Mark S. Seidenberg, 2001

[Article](#) | **Recommended** | This is a long but worthwhile overview of reading development and how psychological research has helped us understand the processes involved.

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**Dyslexia, reading and the brain: a sourcebook of psychological and biological research**, by Alan Beaton, 2004

[Book](#) | **Recommended** | Read Chapter 2. Also available online, see reference below.

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**Dyslexia, reading, and the brain: a sourcebook of psychological and biological research**, by Alan Beaton, 2004

[Book](#) | **Recommended** | Read Chapter 2.

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**Reading development and difficulties**, by Kate Cain, 2010

[Book](#) | **Recommended**

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**Phases of development in learning to read words by sight** - in Journal of Research in Reading, by Linnea C. Ehri, 1995

[Article](#) | **Recommended** | Also Chapter 5 in reference below

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**Reading development and the teaching of reading: a psychological perspective**, by Jane Oakhill; Roger Beard, 1999

[Book](#) | **Recommended** | Chapter 5.

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**Movement into Reading: Is the First Stage of Printed Word Learning Visual or Phonetic?** - in Reading Research Quarterly, by Linnea C. Ehri; Lee S. Wilce, 1985

[Article](#) | **Recommended**

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#### Extra reading (5 items)

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**Component processes of early reading, spelling, and narrative writing skills in Turkish: a longitudinal study** - in Reading and Writing, by Selma Babayiğit; Rhona Stainthorp, 2010

[Article](#) | **Further**

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**DRC: A dual route cascaded model of visual word recognition and reading aloud.** - in Psychological Review, by Max Coltheart; Kathleen Rastle; Conrad Perry; Robyn Langdon; Johannes Ziegler, 2001

[Article](#) | **Further**

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**Connectionist Models of Word Reading** - in Current Directions in Psychological Science, by Mark S. Seidenberg, 2005

[Article](#) | **Further**

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**Literacy as a complex activity: deconstructing the simple view of reading** - in Literacy, by Morag Stuart; Rhona Stainthorp; Maggie Snowling, 2008

[Article](#) | [Further](#)

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**A case study of an English-Japanese bilingual with monolingual dyslexia** - in Cognition, by Taeko Nakayama Wydell; Brian Butterworth, 1999

[Article](#) | [Further](#)

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## Lecture 2: Atypical reading (12 items)

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### Essential reading (1 items)

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**The neurological basis of developmental dyslexia** - in Brain, by Michel Habib, 2000

[Article](#) | [Essential](#)

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### Recommended reading (2 items)

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**Varieties of developmental dyslexia** - in Cognition, by Anne Castles; Max Coltheart, 1993

[Article](#) | [Recommended](#)

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**Dyslexia**, by Margaret J. Snowling, 2000

[Book](#) | [Recommended](#)

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## Additional reading (9 items)

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### Books (4 items)

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**Dyslexia, reading and the brain: a sourcebook of psychological and biological research**, by Alan Beaton, 2004

[Book](#) | [Further](#) | Read Chapter 2. Also available online, see reference below.

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**Dyslexia, reading, and the brain: a sourcebook of psychological and biological research**, by Alan Beaton, 2004

[Book](#) | [Further](#) | Read Chapter 2.

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**Reading development and difficulties**, by Kate Cain, 2010

[Book](#) | [Further](#)

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**Reading in the brain: the new science of how we read**, by Stanislas Dehaene, 2010

[Book](#) | [Further](#)

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### Papers (5 items)

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**Is there a causal link from phonological awareness to success in learning to read?** - in Cognition, by Anne Castles; Max Coltheart, 2004

[Article](#) | [Further](#)

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**Theories of developmental dyslexia: insights from a multiple case study of dyslexic adults** - in Brain, by F. Ramus; S. Rosen; S. Dakin; B.L. Day; J.M. Castellote; S. White; U. Frith, 2003

[Article](#) | [Further](#)

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**Visual Processing Deficits in Children With Slow RAN Performance** - in Scientific Studies of Reading, by Rhona Stainthorp; Morag Stuart; Daisy Powell; Philip Quinlan; Holly Garwood, 2010

[Article](#) | [Further](#)

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**Specific reading disability (dyslexia): what have we learned in the past four decades?** - in Journal of Child Psychology and Psychiatry, by Frank R. Vellutino; Jack M. Fletcher; Margaret J. Snowling; Donna M. Scanlon, 2004

[Article](#) | [Further](#)

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**The double-deficit hypothesis for the developmental dyslexias.** - in Journal of Educational Psychology, by Maryanne Wolf; Patricia Greig Bowers, 1999

[Article](#) | [Further](#)

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## Lecture 3: Numeracy (5 items)

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### Essential reading (2 items)

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**Developmental psychology**, by Rachel Gillibrand; Virginia Lam; Victoria L. O'Donnell, 2016

[Book](#) | [Essential](#) | Read chapter 7.  
Available online

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**Reexamining the language account of cross-national differences in base-10 number representations** - in Journal of Experimental Child Psychology, by Marina Vasilyeva; Elida V. Laski; Anna Ermakova; Weng-Feng Lai; Yoonkyung Jeong; Amy Hachigian, 2015

[Article](#) | [Essential](#)

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### Extra reading (3 items)

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**Cognitive development: the learning brain**, by Usha Goswami, 2008

[Book](#) | Chapters 2 and 10

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**An Integrative Theory of Numerical Development** - in Child Development Perspectives, by Robert S. Siegler; Hugues Lortie-Forgues, 2014

[Article](#)

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**Effects of Language Characteristics on Children's Cognitive Representation of Number: Cross-National Comparisons** - in Child Development, by Irene T. Miura, Chungsoon C. Kim, Chih-Mei Chang and Yukari Okamoto, 1988

[Article](#)

## Lecture 4: Theory of Mind (16 items)

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### Essential reading (1 items)

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**Developmental Relationships Between Language and Theory of Mind** - in American Journal of Speech-Language Pathology, by Carol A. Miller, 2006-05

[Article](#) | **Essential**

### Recommended reading (3 items)

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**The autistic child's theory of mind: a case of specific developmental delay** - in Journal of Child Psychology and Psychiatry, by Simon Baron-Cohen, 1989

[Article](#) | **Recommended** | Photocopy available in the Library's Course Collection.

**The "Reading the mind in the Eyes" test revised version: A study with normal adults, and adults with Asperger syndrome or high-functioning autism** - in Journal of child psychology and psychiatry, by Simon Baron-Cohen; S. Wheelwright; J. Hill; Y. Raste; I. Plumb, 2003

[Article](#) | **Recommended**

**Autism, Asperger syndrome and brain mechanisms for the attribution of mental states to animated shapes** - in Brain, by Fulvia Castelli, 2002

[Article](#) | **Recommended**

### Further reading (12 items)

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**Do triangles play tricks? Attribution of mental states to animated shapes in normal and abnormal development** - in Cognitive Development, by F. Abell; F. Happé; U. Frith, 2000

[Article](#) | **Further**

**Do Children with Autism Use the Speaker's Direction of Gaze Strategy to Crack the Code of Language?** - in Child Development, by Simon Baron-Cohen, Dare A. Baldwin and Mary Crowson, 1997

[Article](#) | **Further**

**Does the autistic child have a "theory of mind"?** - in Cognition, by Simon Baron-Cohen; Alan M. Leslie; Uta Frith, 1985-10

[Article](#) | **Further**

**Two reasons to abandon the false belief task as a test of theory of mind** - in Cognition, by Paul Bloom; Tim P. German, 2000

[Article](#) | **Further**

**The importance of eyes: How infants interpret adult looking behavior.** - in Developmental Psychology, by Rechele Brooks; Andrew N. Meltzoff, 2002

[Article](#) | **Further**

**Does the chimpanzee have a theory of mind? 30 years later** - in Trends in Cognitive Sciences, by Josep Call; Michael Tomasello, 2008

[Article](#) | **Further**

**Attributing social and physical meaning to ambiguous visual displays in individuals with higher-functioning autism spectrum disorders** - in Brain and Cognition, by Ami Klin; Warren Jones, 2006

[Article](#) | [Further](#)

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**Measuring empathy: reliability and validity of the Empathy Quotient** - in Psychological Medicine, by E. J. Lawrence; P. Shaw; D. Baker; S. Baron-Cohen; A. S. David, 2004

[Article](#) | [Further](#)

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**Do 15-Month-Old Infants Understand False Beliefs?** - in Science, by Kristine H. Onishi and Renée Baillargeon, 2005

[Article](#) | [Further](#)

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**The role of the fusiform face area in social cognition: implications for the pathobiology of autism** - in Philosophical Transactions of the Royal Society B: Biological Sciences, by Robert T. Schultz; David J. Grelotti; Ami Klin; Jamie Kleinman; Christiaan Van der Gaag; Rene Marois; Pawel Skudlarski, 2003

[Article](#) | [Further](#)

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**Preschoolers Can Attribute Second-Order Beliefs** - in Developmental psychology, by Kate Sullivan; D. Zaitchik; H. Tager-Flusberg, 1994

[Article](#) | [Further](#)

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**Beliefs about beliefs: Representation and constraining function of wrong beliefs in young children's understanding of deception** - in Cognition, by Heinz Wimmer; Josef Permer, 1983

[Article](#) | [Further](#)

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## Lecture 5: Developmental disorders (3 items)

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### Essential reading (1 items)

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**Neurodevelopmental disorders** - in Diagnostic and statistical manual of mental disorders, 2013

[Chapter](#) | [Essential](#) | pp. 31-86; Book available online via library

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### Recommended reading (2 items)

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**The SAGE handbook of developmental disorders**, by Patricia Howlin; Tony Charman; Mohammad Ghaziuddin, 2011

[Book](#) | [Recommended](#) | pp. 261-456; Book available online via library

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**Abnormal And Clinical Psychology: An Introductory Textbook**, by Paul Bennett

[Book](#) | [Recommended](#) | pp. 359-389; Book available online via library

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## Lecture 6: The adolescent brain (16 items)

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## Essential reading (2 items)

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**Decision-making in the adolescent brain** - in Nature Neuroscience, by Sarah-Jayne Blakemore; Trevor W Robbins, 2012-8-28

[Article](#) | [Essential](#)

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**Beyond simple models of adolescence to an integrated circuit-based account: A commentary** - in Developmental Cognitive Neuroscience, by B.J. Casey; Adriana Galvan; Leah H. Somerville, 2016

[Article](#) | [Essential](#) | Discussion of models of development of decision making

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## Recommended reading (6 items)

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**The adolescent brain** - in Developmental Review, by B.J. Casey; Sarah Getz; Adriana Galvan, 2008-3

[Article](#) | [Recommended](#) | Contains research discussed during the lecture

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**Teens Impulsively React rather than Retreat from Threat** - in Developmental Neuroscience, by Michael Dreyfuss; Kristina Caudle; Andrew T. Drysdale; Natalie E. Johnston; Alexandra O. Cohen; Leah H. Somerville; Adriana Galvan; Nim Tottenham; Todd A. Hare; B.J. Casey, 2014

[Article](#) | [Recommended](#) | Contains research discussed in lecture

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**Triadic model of the neurobiology of motivated behavior in adolescence.** - in Psychological Medicine, by Monique Ernst; Daniel S. Pine; Michael Hardin, 2006

[Article](#) | [Recommended](#) | One model of adolescent brain development

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**Risk-taking and the adolescent brain: who is at risk?** - in Developmental Science, by Adriana Galvan; Todd Hare; Henning Voss; Gary Glover; B.J. Casey, 2007

[Article](#) | [Recommended](#) | Contains research referred to in lecture

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**Frontostriatal maturation predicts cognitive control failure to appetitive cues in adolescents.** - in Journal of Cognitive Neuroscience, by Leah H. Somerville; Todd Hare; B.J. Casey, 2011

[Article](#) | [Recommended](#) | Research discussed in lecture

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**Adolescent risky decision-making: Neurocognitive development of reward and control regions** - in NeuroImage, by Linda Van Leijenhorst; Bregtje Gunther Moore; Zdena A. Op de Macks; Serge A.R.B. Rombouts; P. Michiel Westenberg; Eveline A. Crone, 2010

[Article](#) | [Recommended](#) | Research discussed during lecture

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## Further reading (8 items)

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**Cognitive and affective development in adolescence** - in Trends in Cognitive Sciences, by Laurence Steinberg, 2005

[Article](#) | [Further](#)

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**Is adolescence a sensitive period for sociocultural processing?** - in Annual Review of Psychology, by Sarah-Jane Blakemore; Kathryn L. Mills, 2014

[Article](#) | [Further](#) | New review paper

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**Present simple and continuous: Emergence of self-regulation and contextual sophistication in adolescent decision-making** - in *Neuropsychologia*, by Anastasia Christakou, 2014

[Article](#) | [Further](#) | A good review paper

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**Brain and Cognition: Special issue on reward and regulatory processes in adolescence**

[Journal](#) | [Further](#) | This is the table of contents for a special edition of *Brain and Cognition* dedicated to the Adolescent Brain

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**Introduction to special issue on the teenage brain** - in *Current directions in psychological science*, by Randall W. Engle, 2013-04

[Article](#) | [Further](#) | This is the table of contents from a special edition of *Current Directions in Psychological Science* dedicated to The Teenage Brain

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**Peer Influences on Adolescent Decision Making.** - in *Current Directions in Psychological Science*, by Dustin Albert; Jason Chein; Laurence Steinberg, 2013

[Article](#) | [Further](#) | Paper that you can discuss during the discussion board session

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**Adolescents in Peer Groups Make More Prudent Decisions When a Slightly Older Adult Is Present** - in *Psychological Science*, by Karol Silva; Jason Chein; Laurence Steinberg, 2016-01-20

[Article](#) | [Further](#) | Research that can be discussed during the discussion board session

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**When Is an Adolescent an Adult? Assessing Cognitive Control in Emotional and Nonemotional Contexts** - in *Psychological Science*, by Alexandra O. Cohen; Kaitlyn Breiner; Laurence Steinberg; Richard J. Bonnie; Elizabeth S. Scott; Kim Taylor-Thompson; Marc D. Rudolph; Jason Chein; Jennifer A. Richeson; Aaron S. Heller; Melanie R. Silverman; Danielle V. Dellarco; Damien A. Fair; Adriana Galvan; B. J. Casey, 2016-02-24

[Article](#) | [Further](#) | This is a very recent paper suggesting that maturation of the prefrontal cortex is not complete till 21 years of age

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## Lecture 7: Genetics I (5 items)

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### Reading (3 items)

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**The Genetic Basis of Complex Human Behaviors** - in *Science*, by Robert Plomin, Michael J. Owen and Peter McGuffin, 1994

[Article](#)

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**Essential medical genetics**, by Edward Tobias; J.M. Connor; M.A. Ferguson-Smith; J.M. Connor, 2011

[Book](#) | Also available online, see reference below.

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**Essential medical genetics**, by Edward Tobias; J.M. Connor; M.A. Ferguson-Smith; J.M. Connor, 2011

[Book](#)

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## Further reading (2 items)

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**The molecules of life: DNA, RNA, and proteins**, by Russ Hodge, 2009

[Book](#) | Chapter 1.

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**The evolution of personality and individual differences**, by David M. Buss; Patricia H. Hawley, 2011

[Book](#) | Chapters 10 & 11.

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## Lecture 8: Genetics II (10 items)

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### Watching (3 items)

I will show some of these videos in my lecture. It would however be very helpful if you were to see all of these before and/or after the lecture to brush up the fundamentals and revise.

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#### 23andMe

[Audio-visual document](#) | Genetics 101 (parts 1 through 4) on the 23andme youtube channel: (good for definitions)

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**The Central Dogma**, 4/1/2011

[Audio-visual document](#)

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**Learn temperament, heredity, and genes | Behavior and genetics**, by Khan Academy

[Audio-visual document](#) | A useful course on genetics and behaviour

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## Reading (7 items)

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**The genetic basis of complex human behaviors - in Science**, by R. Plomin; M. Owen; P. McGuffin, 1994

[Article](#)

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**Essential medical genetics**, by Edward Tobias; J.M. Connor; M.A. Ferguson-Smith; J.M. Connor, 2011

[Book](#) | Also available online, see reference below.

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**Essential medical genetics**, by Edward Tobias; J.M. Connor; M.A. Ferguson-Smith; J.M. Connor, 2011

[Book](#)

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**The molecules of life: DNA, RNA, and proteins**, by Russ Hodge, 2009

[Book](#) | Read Chapter 1.

---

**The evolution of personality and individual differences**, by David M. Buss; Patricia H. Hawley, 2011

[Book](#) | Read Chapters 10 & 11.

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**Endophenotypes for psychiatric disorders: ready for primetime?** - in Trends in Genetics, by

Carrie E. Bearden; Nelson B. Freimer, 2006-06

[Article](#) | **Recommended**

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**Shared genetics among major psychiatric disorders** - in The Lancet, by Alessandro Serretti; Chiara Fabbri, 2013-04

[Article](#) | **Recommended** | concentrate primarily on fig 1 and its legend.

## Further reading on genetics (3 items)

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**Attention, genes, and developmental disorders**, by Kim Cornish; John M. Wilding, 2010

[Book](#) | Read Chapter on 'Genes and atypical attention'.

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**Why genetic investigation of psychiatric disorders is so difficult** - in Current Opinion in Genetics & Development, by Carrie E. Bearden; Victor I. Reus; Nelson B. Freimer, 2004

[Article](#)

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**The case of the missing heritability** - in Nature (London), by Brendan Maher, 2008

[Article](#) | For a critical view on what kinds of genetic variation might underlie the large heritabilities noted for some of the common psychiatric disorders.